

## *Self-Questioning Taxonomy for History Texts*

<b>Level of Thinking</b>	<b>Comprehension Self-Assessment</b>	<b>Focusing Question</b>
Creating	I have created new knowledge about the past.	How has this author changed what I understand? Why does this matter to the author? To me?
Evaluating	I can critically examine this author's conclusions/ interpretations/ explanations.	Who is the author and how has author perspective influenced the telling of this history? What conclusions/interpretations/explanations does the author provide? How did the author find out? What is the evidence? How can we evaluate this evidence? What other conclusions/interpretations/explanations could be justified by the evidence? Does the author have an attitude, and if so, about what? Whose viewpoints are not presented? What might be their perspective?
Analyzing	I can understand why.	What happened? What caused it to happen? What changed and what remained the same? Who benefitted from the changes? Who didn't? How does the author talk about the effect of past decisions or actions on future choices?
Applying	I can use my understanding to better understand how the past influences my life and world.	How can I connect my experiences and knowledge to what this author is telling me? How does studying the past help me understand my life and my world?
Understanding	I can understand what the author is telling me about the past.	What does this author want me to understand about the past? What questions does the author ask of the past? How did people in this time period view their lives and world?
Remembering	I can recall specific details, information, and ideas from this text.	What do I need to remember to make sense of the past?

## *Self-Questioning Taxonomy for Biological Texts*

<b>Level of Thinking</b>	<b>Comprehension Self-Assessment</b>	<b>Focusing Question</b>
Creating	I have created new knowledge about the biological world.	How has this author changed what I understand? How has this author corrected previous misunderstandings?
Evaluating	I can critically examine this author's conclusions/theories/ explanations.	What conclusions/theories/explanations does the author provide? How do we know? What is the evidence? What other conclusions/theories/explanations could be justified by the evidence?
Analyzing	I can understand why.	What happened? Why did it happen? How did it happen? How does this [biological concept] "work"? Why does this [biological concept] "work" the way it does? What are the defining characteristics? How is this similar to (or different from) other related biological concepts?
Applying	I can use my understanding to better understand the biological world.	How can I connect my experiences to what this author is telling me? How can I use what this author is telling me to better understand living things? How is what the author is telling me different from what I previously understood?
Understanding	I can understand what the author is telling me about the biological world.	What does this author want me to understand about living things? What do I currently understand about what the author is telling me?
Remembering	I can recall specific information and ideas from this text.	<i>What biological concepts do I need to remember for future understandings?</i> <i>What biological vocabulary do I need to become comfortable using?</i>

## *Self-Questioning Taxonomy for Literary Fiction*

<b>Level of Thinking</b>	<b>Comprehension Self-Assessment</b>	<b>Focusing Questions</b>
Creating	I have developed an interpretation of what this story means.	Why is the author telling me this story? What theme or idea might the author be exploring in this story? What does this story mean to me?
Evaluating	I can critically examine this author's story.	Who is the author and how has author perspective influenced the telling of this story? What does the author's choice of words indicate about what the author might be thinking? What emotions is the author eliciting? Does the author have an attitude, and if so, about what?
Analyzing	I can take my understanding to a deeper level.	What literary devices does the author use? What seems to be the purpose for using these literary devices?
Applying	I can use my understanding in some meaningful way.	How can I connect this story to my life and experiences? Why might the author have the characters say, or do this? What point might the author be making about the characters' actions? Why might the author place the story in this setting?
Understanding	I can understand what the author is telling me.	How does the author have the characters interact with each other? How do the characters feel about each other? How do character feelings and interactions change? How does the author use conflict in this story? How does the author resolve this conflict?
Remembering	I can follow what happens in this story.	<i>Who are the characters?</i> <i>Where does the story take place?</i> <i>What are the major events of the story?</i> <i>What is the sequence of these events?</i> <i>What event initiates the action of the story?</i>

## *Self-Questioning Taxonomy for Music Performance*

<b>Level of Thinking</b>	<b>Comprehension Self-Assessment</b>	<b>Focusing Question</b>
Creating	I have created an interpretation of this music.	What might the composer be telling listeners through this music? How can my performance communicate this music to my listeners?
Evaluating	I can critically examine my performance of this music	What expectations does the composer have for the musicians playing (or singing) this piece? How have I met the composer's expectations?
Analyzing	I can understand how the composer created the musical effects of this composition.	How does the composer use the elements of music (form, rhythm, melody, harmony, timbre, texture, and expression)? Why did the composer make these particular musical choices?
Applying	I can use my understanding to perform & appreciate this music.	How can I connect my experiences to performing this music? What emotional responses to the music does the composer seem to be indicating?
Understanding	I can understand the background of this composition.	When did the composer write this piece and how might the times have influenced this music? Why did the composer write this piece, and for whom? What do we know about the composer, and was the piece characteristic of this individual's work?
Remembering	I can follow the composer's instructions.	How has the composer indicated that this piece should be performed? What attention do I need to pay to time signatures, key signatures, note values, dynamics, tempo markings, and pitches?